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ABSTRACT

Assessment instruments for use with adult learners are summarized; findings of a test use survey of 163 California districts serving adult students are given; and management techniques for administering large and small group tests are suggested. Forms for the evaluation of test instruments and for an assessment survey are appended. Tests reviewed in this publication are divided into three types: applied performance tests (APTs), norm referenced tests (NRTs), and criterion referenced tests (CRTs). For each assessment instrument, the following information is given: title, author, source, publication date, type, use, description, and management. Some results of the survey are: (1) not all respondents have a program of formal assessment; (2) less than half of those who do are dissatisfied with their evaluation program; (3) many need assistance with testing procedures or with the coordination of tasks and information among counselors, assessment personnel, teachers, and administrators; and (4) specific assessment needs occur in adult basic education, English as a second language, high school completion programs, competency based graduation requirements, and vocational and functional life skills program. (MH)

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ADULT STUDENT ASSESSMENT
RESOURCE GUIDE

ASARG

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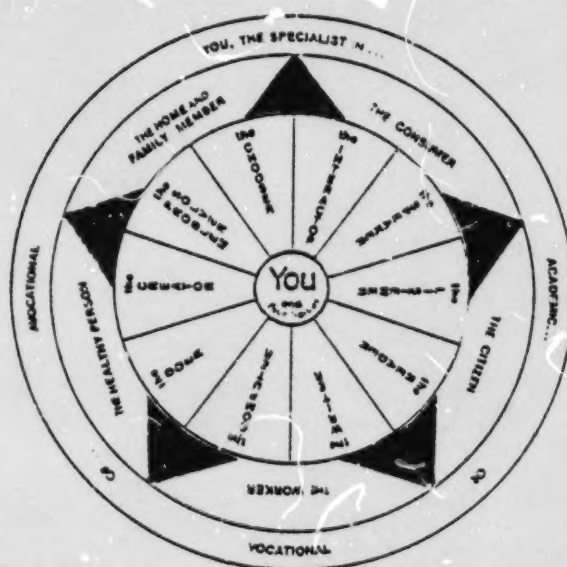
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ADULT COMPETENCY BASED DIPLOMA PROJECT
LOS ANGELES UNIFIED SCHOOL DISTRICT
DIVISION OF CAREER AND CONTINUING EDUCATION

ADULT STUDENT ASSESSMENT RESOURCE GUIDE



Adult Competency Based Diploma Project

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OVERVIEW

The Adult Student Assessment Resource Guide (ASARG) is designed for use as a quick reference to assist teachers, counselors and administrators in choosing appropriate assessment instruments. It summarizes assessment devices appropriate for use with adult learners, reports the findings of a statewide assessment survey, and provides suggested management techniques for the administration of large and small group testing.

During the summer of 1978 project staff conducted an ERIC search to locate information about adult assessment. In addition, professionals from the Center for the Study of Evaluation and Clearinghouse for Applied Testing (a division of Northwest Regional Educational Laboratory) were consulted.

As a result of this investigation, project staff developed criteria for the evaluation of test instruments (see Appendix A) and for an assessment survey (see Appendix B). The survey, directed to one hundred and sixty-three adult school districts throughout California, asked adult educators to identify their assessment strengths and weaknesses and to indicate those areas in which they desired assistance. In general, survey responses indicated similar assessment needs throughout the state, particularly in the area of Assembly Bill 65 evaluation.

The survey also requested respondents to list and rate assessment instruments they were currently using. These responses directed project staff's search for assessment instruments to fill specified needs. All of the tests reviewed in the ASARG underwent careful evaluation by at least two members of the project staff. A number

of the instruments were also field tested at project sites. In addition to specifying assessment needs, about two-thirds of the survey respondents expressed a need for assistance in developing management procedures for small and/or large group testing. Because of this, various management procedures dealing with individual and small and large group assessment were field tested at four pilot sites in the Los Angeles area. The pilot sites were diverse in terms of clients served, space available, programs offered, and assessment needs. Despite this diversity, the management procedures that evolved were remarkably similar. This led the project staff to believe that the procedures developed would be useful in most situations with, perhaps, some minor modifications.

A viable assessment program benefits both the adult program and the individual students. In implementing assessment programs at the pilot sites, project staff found the following:

- 1) Adult students welcome assessment. They respond favorably to testing for proper placement in programs/classes, to diagnosis of strengths and weaknesses, and to monitoring of student achievement.
- 2) Needs in the school program are identified. For example, initial assessment of students' reading levels indicate needs for courses in reading improvement; diagnostic testing for specific skill needs provides data for selection of instructional materials,

grouping for instruction, and emphasis in course content; achievement testing assists staff in evaluating whether program offerings meet stated goals, in predicting student success (e.g. college, GED Testing), and in programming students for courses.

Tests reviewed in this publication can be divided into three types: applied performance tests (APTs), norm-referenced tests (NRTs) and criterion-referenced tests (CRTs).

Applied performance testing is designed to measure performance in an actual or simulated setting. These tests measure students' ability to apply skills to situations encountered in everyday life. APTs do not supplant more traditional forms of testing; rather, they supplement and enrich the assessment program.

Norm-referenced tests are used to measure students' academic achievement. They compare individual performance with that of a representative sample drawn from a specified population. NRTs provide a rough assessment of what the learner has learned or can do. If backgrounds are not similar, norm reliability is greatly reduced. A description of the norming population is therefore critical to interpretation of specific test scores. Correct use of the scores is also important. The grade placement score provided by NRTs is a convenient means of placing students for instruction, but it has limited instructional value. It does not indicate a level at which a student should receive instruction, although such scores are often misused in this manner. NRTs are most useful to compare one group to another or one student to another. This data can be helpful in predicting student success (e.g. in college)

or in pinpointing high or low areas in a school's or in a district's program(s).

Criterion-referenced tests are valuable tools to determine a student's level of competence in relation to specific learning objectives. They identify areas of strength and weakness in skill areas and can be used to monitor individual progress. CRTs are useful for diagnosing learner needs and prescribing appropriate instruction. They indicate what a student has learned in relation to what s/he was expected to learn. They are helpful in determining the effectiveness of an instructional unit in the curriculum or in determining whether a particular student has learned the necessary prerequisite skills to begin a unit of instruction.

INDEX OF ASSESSMENT INSTRUMENTS

The index on the following pages will assist users of this guide to locate tests according to several descriptors:

TYPE OF PROGRAM

- High School Completion
- Assembly Bill 65
- Adult Basic Education
- Vocational Education
- English as a Second Language

SUGGESTED USE(S) OF ASSESSMENT INSTRUMENT

- Placement
- Diagnostic
- Achievement

SUBJECT AREA(S)

- Reading
- Mathematics
- English
- Composition
- Vocational Aptitude

PROGRAM AND TITLE
OF
ASSESSMENT

HIGH SCHOOL COMPLETION PROGRAM

ADULT BASIC LEARNING EXAMINATION (ABLE)
ADULT PERFORMANCE LEVEL SURVEY (APL)
CALIFORNIA ACHIEVEMENT TESTS (CAT)
EDS DIAGNOSTIC SKILL LEVEL INVENTORY
EVERYDAY SKILLS TEST: READING, MATH
GATES MACGINITIE READING
GENERAL EDUCATION PERFORMANCE INDEX (GEPI)
LIFE SKILLS, TEST OF FUNCTIONAL COMPETENCIES IN READING/MATH
NELSON-DENNY READING TEST
OBJECTIVES-REFERENCED BANK OF ITEMS AND TESTS (ORBIT)
OFFICIAL GED PRACTICE TEST
READING/EVERYDAY ACTIVITIES IN LIFE (R/EAL)
READING FOR UNDERSTANDING (RFU)
SENIOR HIGH ASSESSMENT OF READING PERFORMANCE (SHARP)

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PLACEMENT				
READING				
MATH				
ENGLISH				
COMPOSITION				
VOCATIONAL APTITUDE				

DIAGNOSTIC				
READING				
MATH				
ENGLISH				
COMPOSITION				
VOCATIONAL APTITUDE				

ACHIEVEMENT				
READING				
MATH				
ENGLISH				
COMPOSITION				
VOCATIONAL APTITUDE				

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PROGRAM AND TITLE
OF
ASSESSMENT

HIGH SCHOOL COMPLETION PROGRAM

SRA ACHIEVEMENT SERIES
SRA SURVIVAL SKILLS IN READING AND MATH
STANFORD DIAGNOSTIC MATHEMATICS TEST
TESTS OF ACHIEVEMENT AND PROFICIENCY (TAP)
TESTS OF ADULT BASIC EDUCATION (TABE)
TEST OF ENGLISH WRITING SKILLS (TEWS)
TEST OF PERFORMANCE IN COMPUTATIONAL SKILLS (TOPICS)
WIDE RANGE ACHIEVEMENT TEST (WRAT)
WRITE: SENIOR HIGH

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PLACEMENT				
READING				
MATH				
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COMPOSITION				
VOCATIONAL APTITUDE				

DIAGNOSTIC				
READING				
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ACHIEVEMENT				
READING				
MATH				
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COMPOSITION				
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PROGRAM AND TITLE
OF
ASSESSMENT

AB 65

ADULT PERFORMANCE LEVEL SURVEY (APL)
LIFE SKILLS, TESTS OF FUNCTIONAL COMPETENCIES IN READING/MATH
SENIOR HIGH ASSESSMENT OF READING PERFORMANCE (SHARP)
SRA SURVIVAL SKILLS IN READING AND MATHEMATICS
TEST OF ENGLISH WRITING SKILLS (TEWS)
TEST OF PERFORMANCE IN COMPUTATIONAL SKILLS (TOPICS)
WRITE: SENIOR HIGH

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PLACEMENT				
READING	MATH	ENGLISH	COMPOSITION	VOCATIONAL APTITUDE

DIAGNOSTIC				
READING	MATH	ENGLISH	COMPOSITION	VOCATIONAL APTITUDE

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ACHIEVEMENT				
READING	MATH	ENGLISH	COMPOSITION	VOCATIONAL APTITUDE

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PROGRAM AND TITLE
OF
ASSESSMENT

ADULT BASIC EDUCATION

ADULT BASIC LEARNING EXAMINATION (ABLE)
ASSESSMENT OF SKILLS IN COMPUTATION (ASC)
GATES MACGINITIE READING TEST
OBJECTIVES-REFERENCED BANK OF ITEMS AND TESTS (ORBIT)
PERFORMANCE ASSESSMENT IN READING (PAIR)
READING/EVERYDAY ACTIVITIES IN LIFE (R/EAL)
READING FOR UNDERSTANDING (RFU)
SLOSSON ORAL READING TEST (SORT)
STANFORD DIAGNOSTIC MATHEMATICS TEST
STANFORD DIAGNOSTIC READING TEST
TEST OF ADULT BASIC EDUCATION (TABE)
WIDE RANGE ACHIEVEMENT TEST (WRAT)

PAGE

PLACEMENT				
READING	MATH	ENGLISH	COMPOSITION	VOCATIONAL APTITUDE

DIAGNOSTIC				
READING	MATH	ENGLISH	COMPOSITION	VOCATIONAL APTITUDE

ACHIEVEMENT				
READING	MATH	ENGLISH	COMPOSITION	VOCATIONAL APTITUDE

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PROGRAM AND TITLE
OF
ASSESSMENT

VOCATIONAL EDUCATION

APPRAISAL OF OCCUPATIONAL APTITUDES
CAREER ABILITY PLACEMENT SURVEY (CAPS)
KUDER OCCUPATIONAL INTEREST SURVEY
THE DAILEY VOCATIONAL TESTS
THE SELF-DIRECTED SEARCH FOR EDUCATIONAL AND VOCATIONAL PLANNING

ENGLISH AS A SECOND LANGUAGE

COMPREHENSIVE ENGLISH LANGUAGE TEST (CELT)
DIAGNOSTIC TEST FOR STUDENTS OF ENGLISH AS A SECOND LANGUAGE
ENGLISH-SECOND-LANGUAGE PLACEMENT TEST (EPT)
ESL ORAL PLACEMENT TEST
ILYIN ORAL INTERVIEW
TEST OF AURAL COMPREHENSION
THE JOHN TEST
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PAGE

PLACEMENT				
READING	MATH	ENGLISH	COMPOSITION	VOCATIONAL ATTITUDE

DIAGNOSTIC				
READING	MATH	ENGLISH	COMPOSITION	VOCATIONAL ATTITUDE

ACHIEVEMENT				
READING	MATH	ENGLISH	COMPOSITION	VOCATIONAL ATTITUDE

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TITLE: California Achievement Tests (CAT)
Form C, D, Levels 17, 18, 19

SOURCE: CTB/McGraw-Hill, Del Monte Research Park, Monterey, CA 93940

PUBLICATION DATE: 1977

TYPE: Norm-referenced

USE: Achievement, diagnostic
High School Completion Program

DESCRIPTION: Levels 17, 18, 19 of the CAT are a series of test batteries which measure student achievement in various broad areas of curriculum. Each complete battery is divided into five basic content areas: reading, spelling, language, mathematics and reference skills. The grade levels range from 6.6 in level 17 to 12.9 in level 19. Test materials were designed so that instructors could choose the level which best measures the achievement of each student. Results are reported in both norm-referenced and criterion-referenced formats and yield comprehensive and diagnostic information.

MANAGEMENT: The California Achievement Tests are designed to be administered to either individuals or groups and have a working time limit of 143 minutes for each complete battery. All booklets are reusable and scoring is done either with scoreze or IBM 1230 answer sheets. Test results are in the form of raw scores or percentiles.

TITLE: EDS Diagnostic Skill Level Inventory

AUTHOR: R. Lee Henney

SOURCE: Educational Diagnostic Services Inc.
3903 Bloomingdale, Valpariso, Ind. 46383

PUBLICATION DATE: 1975

TYPE: Norm-referenced

USE: Diagnostic-English Language
High School Completion Program

DESCRIPTION: Both the pre and post instructional tests contain sixty items which measure skill strengths and weaknesses in eight categories: Grammatical Usage, Punctuation, Spelling, Capitalization, Sentence Structure, Word Choice, Direction and Style, Pronunciation. Directions are clear, and the format is adequate. Specifically designed for adults, the test was standardized on 500 students using ten different adult education programs. Reliability and validity are reported, the latter by correlations with percentages of persons passing GED subtests.

MANAGEMENT: The test can be administered to both groups and individuals. No oral directions are required, and testing time is one hour. Results can be hand scored or a scoring service is available. Raw scores are converted to needs by use of a chart in the manual. Inventories for mathematics, social studies, literature, and science are also available; however, the English inventory was felt to be the most appropriate for general diagnostic use.

TITLE: Everyday Skills Tests: Reading

SOURCE: CTB/McGraw Hill, Del Monte-Research Park, Monterey, CA 93940

PUBLICATION DATE: 1975

TYPE: Criterion-referenced (Part A); Norm-referenced (Part B)

USE: Achievement, AB 65

Adult Basic Education, High School Completion Program

DESCRIPTION: This test contains two parts. Part A is a criterion-referenced test with fifteen behavioral objectives, each measured by three items that test students ability to read and comprehend written material encountered in everyday life. Part B is a norm-referenced test of study skills in two-parts: Using Reference Materials and Using Graphics Materials. National norms are available for Part B.

MANAGEMENT: This paper and pencil test may be machine or hand scored and can be administered in approximately an hour. A full range of scoring reports is available from the publisher.

TEST: Everyday Skill Test: Mathematics

SOURCE: CTB/McGraw Hill, Del Monte Research Park, Monterey, CA 93940

PUBLICATION DATE: 1975

TYPE: Criterion-referenced (Part A); Norm-referenced (Part B)

USE: Achievement, AB 65

Adult Basic Education, High School Completion Program

DESCRIPTION: This test, like the reading test, contains two parts. Part A is a criterion-referenced test that measures nine specific behavioral objectives: rate of interest, discount rate, cost comparison, travel time, time calculation, sales tax, currency, and income tax calculation. The items focus on the students' ability to solve mathematical problems encountered in daily life and to function as a consumer. Part B is norm-referenced and comprises 12 items each in addition, subtraction, multiplication and division.

MANAGEMENT: This paper and pencil test may be machine or hand scored and can be administered in approximately an hour. A full range of scoring reports is available from the publisher.

TITLE: Gates MacGinitie Reading Test - 2nd Edition, Level F,
Forms 1 and 2

AUTHOR: Walter H. MacGinitie

SOURCE: Houghton Mifflin Company, 777 California Ave., Palo Alto, CA
94304

PUBLICATION DATE: 1978

TYPE: Norm-referenced

USE: Placement, achievement
High School Completion Program

DESCRIPTION: This new revision of the Gates MacGinitie Reading Test contains both vocabulary and comprehension sub-tests. In the new format, which is visually attractive, the student, either individually or in a group, responds on an answer sheet to multiple-choice questions.

MANAGEMENT: In two parts of 20 and 35 minutes, the test is easily administered within a class period. Normed with high school students, the raw scores may be converted into stanines, percentile ranks, standard scores, grade equivalent scores or extended scale scores depending on district preferences. Machine-scoring services are available from the company; however, the tests may be easily corrected by using either a self-scoring carbon pack or an answer key. Record sheets are provided for use if needed.

TITLE: Gates MacGinitie Reading Test, 2nd Edition, Level E
Forms 1, 2, 3

AUTHOR: Walter H. MacGinitie

SOURCE: Houghton Mifflin Company, 777 California Ave., Palo Alto, CA
94304

PUBLICATION DATE: 1978

TYPE: Norm-referenced

USE: Placement, achievement
High School Completion Program

DESCRIPTION: Although not specifically normed for adult students, this test is suitable for students in the high school diploma program. Raw scores are converted to grade equivalent scores by use of special tables designated for all grades. Additional descriptive and management information can be found under the Gates MacGinitie Reading Test-2nd edition-Level F.

TEST: General Education Performance Index (GEPI) Forms A & B

SOURCE: Steck-Vaughn Publishing Co., 807 Brazos, P.O. Box 208,
Austin, Texas 78767

DATE: 1975

TYPE: Norm-referenced

USE: Diagnostic
High School Completion Program

DESCRIPTION: The GEPI is a useful device for students who wish to take the General Educational Development Test. This test was designed to predict success on the GED. It is an untimed, five part, multiple choice test consisting of 150 items. Tables are available in the manual comparing GEPI scores to GED scores. GEPI scores can also be used to pinpoint areas of weakness and to facilitate groupings for instruction.

MANAGEMENT: The test is quite lengthy (approximately four and one half hours). It is group or individually administered and hand-scored.

Note: A new form of the GEPI which more closely corresponds to the new GED test will be available in the fall of 1979.

TITLE: The Nelson-Denny Reading Test, Forms C and D

AUTHOR: James I. Brown

SOURCE: Houghton Mifflin Co., 777 California Ave., Palo Alto, CA
94304

PUBLICATION DATE: 1976

TYPE: Norm-referenced

USE: Placement, diagnostic
High School Completion Program

DESCRIPTION: These revised forms of the Nelson-Denny Reading Test are completely new for this standardization and reflect recent developments in vocabulary and language. The test has three sections: Vocabulary, Comprehension and Reading Rate. Although the content may be sophisticated for some students, the test is useful for determining potential general academic success.

MANAGEMENT: The subtests are administered in 10 and 20 minute segments, the latter including a one minute period for determining reading rate. Normed with high school and college students, the raw scores may be converted into percentile ranks, grade equivalents and standard scores. Tests can be hand scored using a self-scoring answer sheet or scoring masks can be used for IBM 1230 and Digitek answer sheets. A machine scoring service, utilizing MRC answer-cards, is available from the company. Student report folders are also available upon request.

TITLE: Official GED Practice test

SOURCE: GED Testing Service of the American Council on Education
One Dupont Circle, Washington, D.C. 20036

PUBLICATION DATE: 1979

TYPE: Norm-referenced

USE: Diagnostic
High School Completion Program

DESCRIPTION: This instrument provides information to diagnose students' readiness to take the GED test. It parallels the five sections of the new GED: Writing Skills, 40 items; Social Studies, 30 items; Science, 30 items; Reading Skills, 20 items; Mathematics, 25 items. Reliability and validity are reported and items were standardized on twelfth grade students.

MANAGEMENT: The practice test can be individually or group administered. Each section has specific time limits with a total time limit of three hours. An accompanying brochure which gives information for the GED candidate is very helpful. Two forms are available. The test is easily scored using the score answer sheet. A Summary Profile Sheet for the student and a Teacher's Manual are also provided.

TITLE: Reading/Everyday Activities in Life (R/EAL)

AUTHOR: Marilyn Lechtman

SOURCE: Westwood Press, Inc., 76 Madison Ave., New York, N.Y. 10016

DATE: 1978

TYPE: Criterion-referenced, applied performance

USE: Achievement
Adult Basic Education, High School Completion Program

DESCRIPTION: R/EAL is a forty-five item paper-pencil test of a student's functional literacy. There are nine displays of materials often encountered in everyday life with five items per display. Results are given as raw scores which are then converted into percent of items passed. Passing of eighty percent or more of the items indicates functional literacy.

MANAGEMENT: The R/EAL may be administered to groups or to individuals. Instructions may be given via a recorded tape or by the examiner reading a script. Students respond to open-ended questions by writing their answers in the test booklet. Separate answer sheets are not available and hand-scoring is required.

TITLE: SRA Achievement Series, Level H, Forms 1 and 2

AUTHOR: Developed in cooperation with American Institutes
for Research in The Behavioral Sciences

SOURCE: Science Research Associates, Inc., 259 East Erie Street
Chicago, Ill. 60611

PUBLICATION DATE: 1978

TYPE: Norm-referenced

USE: Placement, achievement
High School Completion Program

DESCRIPTION: This revised edition contains all new content in six areas: 1) Reading, Vocabulary and Comprehension, 2) Mathematics Concepts/Computation and Problem Solving, 3) Language Arts Mechanics/Usage and Spelling, 4) Reference Materials, 5) Social Studies, and 6) Science. An optional test, The Educational Ability Series, can be added to the basic battery but cannot be used alone. A multiple choice format is used and directions are easy to follow.

MANAGEMENT: The tests emphasize power rather than speed. Although generous time limits are given for each test, the full time should be allowed when needed. Raw scores may be converted into grade equivalents, national percentiles, growth scale values, stanines and normal curve equivalents. Although initially designed for machine scoring, answer sheets which are easily corrected with scoring stencils are available.

TITLE: Stanford Diagnostic Mathematics Test, Blue Level, Forms A&B

AUTHOR: Leslie S. Beatty, Richard Madder, Eric F. Gardner,
Bjorn Karlsen

SOURCE: Harcourt Brace Jovanovich, Inc., Polk and Geary Streets
San Francisco, CA 94109

PUBLICATION DATE: 1976

TYPE: Criterion-referenced

USE: Diagnostic
High School Completion Program

DESCRIPTION: This test is designed to diagnose students' mathematics strengths and weaknesses. Three basic areas are surveyed: number systems and numeration; computation; and applications. Directions are uncomplicated and easy to follow. The multiple-choice format offers four possible responses; in a third of the selections a possibility of a missing response is shown as "not here".

MANAGEMENT: The test may be administered either to individuals or groups. Strict timing of the subtests is required: 25, 35 and 30 minute segments are designated. The test was normed with high

TITLE: Stanford Diagnostic Mathematics Test (Continued)

school students. Raw scores may be converted to Scaled Scores, Percentile Ranks, Grade Equivalents, and Stanines. Hand scorable answer sheets are corrected by means of a stencil key. MRC Answer Sheets may be corrected by using a list of correct responses in the manual; however, they were primarily designed to be scored and processed by the Measurement Research Center. Record sheets are available upon request.

TITLE: Tests of Achievement and Proficiency (TAP), Form T

AUTHOR: Dale B. Scannell

SOURCE: Houghton Mifflin Co., 777 California Ave., Palo Alto, CA
94304

PUBLICATION DATE: 1978

TYPE: Norm-referenced

USE: Achievement
AB 65, High School Completion Program

DESCRIPTION: The TAP is a one booklet, multi-level (Grades 9-12) test which measures skills and the ability to use practical information. It is prepared in both basic and complete batteries. The basic battery consists of reading comprehension, mathematics, written expression, and using sources of information. Social studies and science are added to the complete battery. In addition, Applied Proficiency skills can be determined from specific items.

MANAGEMENT: The TAP can be administered to individual students or to groups at the individually appropriate level. The basic battery requires two hours and forty minutes of working time; four hours are necessary for the complete battery. Each test has a forty-minute time limit. Directions are required for placement into appropriate levels with indications given as to where to start and stop. Standard scores, grade equivalents, percentile ranks, and Applied Proficiency skills scores are available.

NAME: Adult Performance Level Survey (APL)

AUTHOR: Devised By The University of Texas at Austin
APL Department

SOURCE: The American College Testing Program, P.O. Box 168
Iowa City, Iowa 52240

PUBLICATION DATE: 1976

TYPE: Criterion-referenced, applied performance

USE: Diagnostic achievement
AB 65, High School Completion

DESCRIPTION: The APL Survey contains forty items which measure functional literacy of adults. The test has forty items from five content areas: Community Resources, Occupational Knowledge, Consumer Economics, Health, Government and Law. There are eight items for each content area. They focus on identification of facts and terms, reading, writing, computation and problem solving. Each skill is tested within each content area.

MANAGEMENT: The APL Survey is administered without time limits, and it is recommended that the testing session be open-ended. A minimum of one hour and fifteen minutes should be allowed. Both hand-scorable and machine-scorable answer sheets are available. Data analysis tailored to individual institutions or districts is also available.

TITLE: Life Skills, Test of Functional Competencies in
Reading and Math

SOURCE: Houghton Mifflin Co., 777 California Ave., Palo Alto, CA 94304

PUBLICATION DATE: 1979

TYPE: Criterion-referenced, applied performance

USE: Achievement
AB 65, High School Completion Program

DESCRIPTION: Standardized on adult students in Spring 1979, this competency test has 48 multiple-choice items in reading and 50 in math. Displays include labels, telephone bills, advertisements, and graphs. Test format, directions, and content are appropriate for adults.

MANAGEMENT: The test is easily administered to groups or individuals. It is untimed and no oral directions are required. Handscoring and machine scoring are available, the latter with separate reports for reading and math. Raw scores are obtained.

TEST: SHARP (Senior High Assessment of Reading Performance)

AUTHOR: Developed by Los Angeles Unified School District

SOURCE: CTB/McGraw Hill, Del Monte Research Park,
Monterey, Calif. 93940

PUBLICATION DATE: 1979

TYPE: Criterion-referenced, applied performance

USE: Diagnostic, achievement
AB 65, High School Completion Program

DESCRIPTION: SHARP assesses minimum competencies in reading skills which are necessary for everyday life. It is useful as a requirement for the high school diploma and, with computer print outs, is a good diagnostic instrument. It consists of a paper-and-pencil test of thirty displays of sample written materials used in everyday life. The displays match behavioral objectives, each of which is measured by four test items. It contains three main sections: 1) Can You Follow Directions? 2) What's In It? 3) What Does It Mean? The directions are clear and easy to understand and the format is generally good.

MANAGEMENT: SHARP is a secure instrument, and users are expected to maintain security. Each year a new version of SHARP will be published minimizing problems related to test security. The test book has an accompanying machine-scorable answer sheet with an item analysis report available on each student. The test is untimed and easily administered to a large group. Districts determine their own level of proficiency.

TITLE: S R A Survival Skills in Reading and Mathematics, Adult Edition

SOURCE: Science Research Associates, Inc., 259 East Erie Street
Chicago, Ill. 60611

PUBLICATION DATE: 1976

TYPE: Criterion-referenced, applied performance

USE: Achievement
AB 65, High School Completion Program

DESCRIPTION: Sixty items in math and sixty items in reading measure mastery in everyday tasks. Directions are clear and the format is good. The content is appropriate for adults.

MANAGEMENT: The test is easily administered to an individual or a group. No oral directions are required and there are not time limits. Answer sheets can be scored by machine or by hand and yield a mastery score. No parallel form is available.

TITLE: Test of English Writing Skills (TEWS)

AUTHOR: Devised by Huntington Beach Unified School District

SOURCE: CTB/McGraw Hill, Del Monte Research Park, Monterey, CA 93940

PUBLICATION DATE: 1978

TYPE: Criterion-referenced, applied performance

USE: Achievement

AB 65, High School Completion Program

DESCRIPTION: TEWS is a competency test in writing skills. It has two parts; 1) an objective portion which measures composition skills (mechanics and usage), spelling, and paragraph organization and 2) a writing sample. The objective portion is multiple-choice and machine scorable. School districts which elect to implement a writing sample should consult the Writing Sample Guide and User's Manual for information on how to set up procedures for holistic scoring.

MANAGEMENT: This is a secure test and users are expected to maintain its security. No oral directions are required. No parallel forms are available. Raw scores are reported. Districts determine their own passing score.

TITLE: TOPICS (Test of Performance In Computational Skills)

AUTHOR: Developed by the Los Angeles Unified School District

SOURCE: CTB/McGraw Hill, Del Monte Research Park, Monterey, CA 93940

PUBLICATION DATE: 1978

TYPE: Criterion-referenced, applied performance

USE: Diagnostic, achievement

AB 65, High School Completion Program

DESCRIPTION: TOPICS measures minimum competencies in computational skills related to life situations. It consists of twenty displays that represent behaviorally stated objectives in computational skills. The test consists of two sections of forty items each, for a total of eighty items. Each section has ten displays and four items per-
tain to each display. Computer printouts indicating proficiency on each item are available.

MANAGEMENT: TOPICS is a group administered test designed to be given in two 50-minute sections or one session of 1 1/2 hours. This is a secure test and users are expected to preserve security. Districts set their own level of proficiency.

TITLE: WRITE: Senior High

AUTHOR: Developed by Los Angeles Unified School District

SOURCE: CTB/McGraw Hill Del Monte Research Park, Monterey, CA 93940

PUBLICATION DATE: 1979

TYPE: Criterion-referenced, applied performance

USE: Diagnostic, achievement
AB 65, High School Completion Program

DESCRIPTION: This minimum competency test of written composition has two sections. Section one requires students to apply composition skills in two actual writing samples. The samples are scored by teachers using holistic scoring procedures. Section two measures such skills as mechanics, spelling, usage and organization using multiple choice questions keyed to a display. The objective portion has fifty-two items. Diagnostic information is available.

MANAGEMENT: Section 1 allows the student forty minutes to complete both writing samples. The objective portion is designed to be completed in 40-50 minutes. It is best to administer to groups since this is a secure test. Machine scoring of the objective portion is available. Raw scores are obtained. School districts establish their own criterion for passing.

TITLE: Adult Basic Learning Examination (ABLE) Form A, Level 1,11,111

AUTHOR: Bjorn Karlsen, Richard Madden, Eric F. Gardner

PUBLICATION DATE: 1967

SOURCE: Harcourt, Brace Jovanovic, Inc., 757 Third Ave., New York, NY
10017

USE: Achievement
Adult Basic Education, High School Completion Program

DESCRIPTION: ABLE is a battery of tests designed to measure the level of educational achievement among adults. Level 1 assesses achievement in grades one through four; Level 11 in grades 5-8; Level 111 in grades 9-12. The test is divided into four sections: Vocabulary, Reading Comprehension, Spelling and Arithmetic.

MANAGEMENT: ABLE is an untimed power test which can be given either individually or to a group. The vocabulary and spelling sections are dictated and require special oral directions. Scoring is easily done by hand (overlay) because all responses are recorded directly in the test booklet. Raw scores, percentiles, and grade scores can be obtained from the results of the test, and parallel forms are available.

TITLE: Assessment of Skills in Computation(ASC)

AUTHOR: Los Angeles Unified School District

SOURCE: CTB/McGraw-Hill, Del Monte Research Park, Monterey, CA 93940

PUBLICATION DATE: 1978

TYPE: Criterion-referenced

USE: Diagnostic, achievement
Adult Basic Education

DESCRIPTION: This competency test of 72 items measures the learner's ability to apply basic computational skills to everyday situations. It uses the same format as TOPICS, the senior high minimum competency test in mathematics. Although designed for junior high age students, most of the test content is appropriate for adults. Displays in the 1978 edition, include weekly income and budget, graphing speed, measuring shelves, and decorating a room. Directions are clear; format is good with one display and four questions on a page.

MANAGEMENT: ASC is easy to administer to both individuals and groups. If desired, it can be given in two sections. No oral directions are required and it is untimed. Machine scored answer forms can be ordered, and computer printouts of student scores are available. The test yields raw scores.

TITLE: Gates MacGinitie Reading Test - 2nd edition
Level D, Forms 1, 2, 3

AUTHOR: Walter H. MacGinitie

SOURCE: Houghton Mifflin Company, 777 California Ave., Palo Alto, CA 94304

PUBLICATION DATE: 1978

TYPE: Norm-referenced

USE: Placement, achievement
Adult Basic Education Program

DESCRIPTION: This test can be utilized by students in the Adult Basic Education Program even though it is not normed for adults. Raw scores can be converted to grade equivalents. Additional descriptive and management information can be found under the Gates MacGinitie Reading Test - 2nd edition, Level F

TITLE: ORBIT (Objectives - Referenced Bank of Items and Tests)
Reading; Mathematics

SOURCE: CTB/McGraw-Hill, Del Monte Research Park, Monterey, CA 93940

PUBLICATION DATE: 1975

TYPE: Criterion-referenced

USE: Diagnostic, achievement
Adult Basic Education, High School Completion Program

DESCRIPTION: ORBIT is a system containing instructional objectives and correlated test items. Users select objectives that are appropriate to their own programs and order the corresponding tests. Each test is a single page four-item measure. The objectives booklet lists category objectives (relatively broad areas of instruction) and specific objectives (smaller units of instruction). It also gives a grade level at which a test may be appropriate. There are 335 reading and communication skill objectives and 506 math objectives.

MANAGEMENT: The tests are untimed and easily administered and hand scored. Scoring and reporting services are also available from the publisher.

TITLE: PAIR (Performance Assessment In Reading)

AUTHOR: Devised by the Los Angeles Unified School District

SOURCE: CTB/McGraw-Hill, Del Monte Research Park, Monterey, CA 93940

PUBLICATION DATE: 1978

TYPE: Criterion-referenced

USE: Diagnostic, achievement
Adult Basic Education

DESCRIPTION: The test shows how well a student reads and understands the printed materials that are used in everyday living at home, school and community. It is useful as an achievement test; with computer printouts it is a good diagnostic instrument. It is divided into two sections, each containing techniques of organizing information, following directions, selecting sources of information and interpreting pictorial representations. There are 96 multiple choice items covering the range of skills, each appropriately matched to its objective. PAIR has clear directions and a good easy-to-follow format.

MANAGEMENT: PAIR is a secure instrument designed for group administration. It can be scored by machine or score answer sheet. Minimal direction and explanation are required.

TITLE: Reading for Understanding (RFU)

SOURCE: Science Research, Associates, Inc., 259 East Erie St.
Chicago, Ill. 6061

PUBLICATION DATE: 1963

TYPE: Norm-referenced

USE: Placement, achievement
Adult Basic Education, High School Completion Program

DESCRIPTION: The Reading for Understanding test is designed to place students at their proper reading level. It is an open-ended multiple choice test of 100 comprehension items.

MANAGEMENT: RFU is an untimed group or individually administered test. It requires simple introductory directions and is easily hand scored. A student's score is the number of correct answers marked. Placement is correlated with Reading for Understanding Kit practice levels. Raw scores can be used for conversion to grade equivalents.

TITLE: Slosson Oral Reading Test (SORT)

AUTHOR: Richard L. Slosson

SOURCE: Slosson Educational Publications, 140 Pine St., East Aurora, NY.

TYPE: Norm-referenced

USE: Placement
Adult Basic Education

DESCRIPTION: SORT is a vocabulary/pronunciation placement test consisting of 200 words ranging from primer to high school. The words have been taken from standardized school readers and are presented in an easy-to-use format. An instruction sheet is included with the test.

MANAGEMENT: SORT is designed as an oral placement test and is used on a one-to-one basis. It generally takes about three minutes to give and to score. An analysis of scatter on the test, as well as an analysis of the types of errors made, will indicate areas of weakness. The test is easily hand scored. There are no parallel forms available.

TITLE: Stanford Diagnostic Mathematics Test
Brown Level, Forms A & B

SOURCE: Harcourt Brace Jovanovich, 757 Third Ave., New York, NY 10017

TYPE: Norm-referenced

USE: Diagnostic
Adult Basic Education

DESCRIPTION: This test measures specific strengths and weaknesses in mathematic concepts and skills usually taught by the end of grade six. It focuses on these areas: 1) concepts of the number system and numerating, 2) skills in computation, and 3) application of these concepts and skills to problem-solving situations. Items are multiple choice.

MANAGEMENT: This is a timed test which is suitable for individual or group administration. Results can be hand or machine scored and yield content-referenced scores and norm-referenced scores.

TITLE: Stanford Diagnostic Reading Test, Brown Level, Forms A&B

SOURCE: Harcourt Brace Jovanovich, Inc. 757 Third Ave., New York, NY 10017

PUBLICATION DATE: 1976

TYPE: Norm-referenced

USE: Diagnostic
Adult Basic Education

DESCRIPTION: The Stanford Diagnostic Reading Test assesses strengths and weaknesses in reading skills including Auditory Vocabulary, Reading Comprehension, Phonetic Analysis, Structural Analysis, and Reading Rate. The SDRT was normed on students in grades 5-8 but seems appropriate for low-achieving adult students.

MANAGEMENT: This is a multiple choice timed test which can be either machine or hand scored. Oral directions are required to administer the Auditory Vocabulary subtest. Both norm-referenced scores and content-referenced scores can be obtained. The latter is most useful to diagnose specific skill areas.

TITLE: Test of Adult Basic Education (TABE) Level E, Forms 3, 4

SOURCE: CTB/McGraw-Hill, Del Monte Research Park, Monterey, CA 93940

PUBLICATION DATE: 1976

TYPE: Norm-referenced

USE: Diagnostic, placement
Adult Basic Education (Beginning)

DESCRIPTION: The revised level E contains two sections: reading and mathematics. The language section was omitted because it was found to be of little value in assessing instructional needs at this level (grade equivalent 1.0-5.5). The reading section is divided into two components: reading vocabulary and reading comprehension. The mathematics section has three components: math computation, math concepts, and math problems. Each of the components is timed with the total battery being 127 minutes.

MANAGEMENT: TABE Level E is designed to be administered to both individuals or groups and requires minimal directions. It is easily scored for grade level and for diagnostic interpretation. Scoreze answer sheets are used for each skill area. Also available is a complete battery answer sheet in a single form.

TITLE: Test of Adult Basic Education (TABE) Level M, Forms 3 and 4
SOURCE: CTB/McGraw Hill, Del Monte Research Park, Monterey, CA 93940
PUBLICATION DATE: 1976
TYPE: Norm-referenced
USE: Placement, diagnostic, achievement
Adult Basic Education
High School Completion Program

DESCRIPTION: TABE Level M is designed to provide information about a student's basic skills in reading, math and language. It is similar to the revised TABE Level D, but it is intended for use with students functioning at grade levels 30-10.0. Two parallel forms provide for alternate testing.

MANAGEMENT: The multiple choice format is easy to read. Directions are easy to follow both in individual and group testing situations. Scoreze answer sheets provide quick and easy scoring and diagnosis of areas of difficulty.

TITLE: Test of Adult Basic Education (TABE) Level D, Forms 3 and 4
SOURCE: CTB/McGraw Hill, Del Monte Research Park, Monterey, CA 93940
PUBLICATION DATE: 1976
TYPE: Norm-referenced
USE: Placement, diagnostic achievement
Adult Basic Education, High School Completion Program

DESCRIPTION: TABE D is a timed paper-and-pencil test designed to provide information about students' basic skills in reading, math and language. The main difference in content between the 1976 1957 editions is that items dealing with abstract language are kept to a minimum and those with application are emphasized. There are two prallel forms, each containing a complete battery of tests. Level D of TABE has nine test sections: Reading-vocabulary, comprehension; math-computation, concepts, problems; language-capitalization, punctuation, expression, spelling. It yields grade equivalents from 5.0 - 12.9.

MANAGEMENT: TABE D is designed to be administered to both individuals or groups and requires minimal directions. This edition is more easily administered than the 1956 edition. Since some of the sub-tests have been combined, it is easier to time the test. The test is easily scored for diagnostic interpretation using scoreze answer sheets. Also available is a complete battery answer sheet in a single form.

TEST: Wide Range Achievement Test (WRAT)

SOURCE: Guidance Associates, 1526 Gilpin Ave., Wilmington, Delaware
19806

AUTHOR: Joseph F. Jastak and Sarah R. Jastak

PUBLICATION DATE: 1965

TYPE: Norm-referenced

PURPOSE: Placement
Adult Basic Education, High School Completion Program

DESCRIPTION: The WRAT is divided into three subtests: reading, spelling and arithmetic. The reading section requires recognition and pronunciation of letters and words; spelling includes copying marks resembling letters and writing dictated words. Arithmetic includes reading number symbols, solving oral problems and performing written computations. The test is useful in the assessment of school achievement of adult learners.

MANAGEMENT: The reading subtest must be administered individually. Spelling and arithmetic can be group administered provided that the oral part of the arithmetic subtest is deleted. Each subtest is individually timed. The test yields raw scores which can be converted to standard scores or percentile ranks. Reliability and validity are reported. A normative sample was conducted on adults.

TITLE: Appraisal of Occupational Aptitudes

AUTHOR: Aurelius A. Abbatiello

SOURCE: Houghton Mifflin Co., 777 California Ave., Palo Alto, CA 94304

PUBLICATION: 1971

TYPE: Criterion-referenced

USE: Vocational/Career Education

DESCRIPTION: These tests measure both aptitudes and developmental skills necessary to successfully perform clerical tasks in business and industry. Eight tests are included: checking letters, checking numbers, filing names, filing numbers, posting names, posting numbers, arithmetical computation and reasoning and desk calculator.

MANAGEMENT: Since speed and accuracy are being measured, the time limits must be strictly observed. Answers are written on the test booklet and corrected with folded answer keys. Raw scores are converted to percentile ranks.

TITLE: Career Ability Placement Survey (CAPS) 1976 Edition

SOURCE: EDITS, P.O. Box 7234, San Diego, CA 92107

PUBLICATION DATE: 1976

TYPE: Criterion-referenced

PURPOSE: Guidance and Career Development
Vocational/Career Education

DESCRIPTION: The Career Ability Placement Survey consists of eight five-minute ability tests: Mechanical Reasoning, Spatial Relations, Verbal Reasoning, Numerical Ability, Language Usage, Word Knowledge, Perceptual Speed and Accuracy, and Manual Speed and Dexterity. It is a comprehensive, multi-dimensional battery which measures abilities required for jobs in fourteen occupational categories. Each test has an easy-to-follow format.

MANAGEMENT: The Career Ability Placement Survey can be administered to groups or individuals. Directions can be administered by using a cassette tape. Testing time is 50 minutes. The tests can be machine scored. Raw scores are converted into stanines. The results of each test permit the student to plot his own CAPS profile. Norms are available.

TITLE: Kuder Occupational Interest Survey, Form DD

AUTHOR: G. Frederic Kuder

SOURCE: Science Research Associates, Inc., 259 East Erie Street
Chicago, Ill. 60611

PUBLICATION DATE: 1975

TYPE: Criterion-referenced

USE: Vocational/Career Education

DESCRIPTION: This survey systematically samples preferences among activities related to occupational choice and compares those preferences with persons already established in a wide range of occupations. One hundred situations are presented. Given three choices for each situation, the student selects the one he prefers.

MANAGEMENT: Because the survey was designed for computer analysis, group administration is preferable. School level scoring is not possible; however, the company will process ten or fewer surveys in five business days. The surveys are untimed. Directions are uncomplicated. Students receive a Report of Scores under Occupational and College Major Scales Headings.

TITLE: The Dailey Vocational Tests

AUTHOR: John T. Dailey

SOURCE: Houghton Mifflin Company, 777 California Ave., Palo Alto, CA
94304

PUBLICATION DATE: 1965

TYPE: Norm-referenced

USE: Screening, Selection, Evaluation
Vocational/Career Education

DESCRIPTION: This is a series of three tests: Technical and Scholastic Test (TST), Spatial Visualization Test (SVT) and Business English TEST (BET). Each may be administered separately or as part of a battery to either groups or individuals. The tests are developed for students who are vocationally oriented and measure technical and academic ability as well as potential for development of competence in trade, technical and business occupations. Multiple choice questions reflect both aptitude and achievement in electrical, mechanical, and academic areas as well as three-dimensional visualizations. Minimal directions are needed.

MANAGEMENT: All of the tests are timed (TST-65 minutes, SVT-20 minutes, BET-30 minutes) and were normed with speciality-oriented schools. Raw scores are converted to percentile ranks by using tables oriented to sixteen different student groups. The answer sheets may be machine scored or hand corrected by using an overlay.

TITLE: The Self-Directed Search for Educational
and Vocational Planning

AUTHOR: John L. Holland

SOURCE: Consulting Psychologists Press, Inc., 577 College Avenue,
Palo Alto, California 99306

PUBLICATION DATE: 1973

TYPE: Criterion-referenced

USE: Survey of Occupational Interests
Vocational/Career Education

DESCRIPTION: This survey contains a series of choices stating what a student would or would not like to do. The choices are grouped into three areas: likes, competencies and jobs. Responses indicate the student's resemblance to each of six personality types: realistic, investigative, artistic, social, enterprising and conventional. Using a summary code which is obtained from the survey results, the student searches the occupational classification booklet for individual occupations. The latter is keyed to the DOT number publications which give available occupational information.

MANAGEMENT: The survey is self-administered, self-scored and self-interpreted. Materials are concise. Directions are clear and easy to follow. The test may be completed in an hour or less and provides useful information for vocational counseling.

TITLE: CELT (A Comprehensive English Language Test
for Speakers of English as a Second Language)

AUTHOR: David P. Harris, Leslie A. Palmer

SOURCE: Mc-Graw Hill Book Co.

PUBLICATION DATE: 1970

TYPE: Criterion-referenced

USE: Placement, achievement
English as a Second Language

DESCRIPTION: The CELT is a three part battery measuring listening, structure, and vocabulary. In the listening section the students answer oral questions by selecting the best printed response or the best paraphrase of a given statement. In the structure test the student completes an omitted part of a short dialogue by selecting the best printed answer choice. The vocabulary section is appropriate for students whose training has included work with advanced reading materials. This subtest presents vocabulary to complete omissions in sentences as well as words and definitions.

MANAGEMENT: The listening test requires oral prompts either teacher administered or tape recorded. Each subtest is timed. Answer sheets are hand scored with an overlay. Validation and norms were done on four groups of adult foreign students and one group of 10-12 graders.

TITLE: Diagnostic Test for Students of English
as a Second Language

AUTHOR: A.L. Davis, Ph.D

SOURCE: McGraw-Hill Book Co.

PUBLICATION DATE: 1953

TYPE: Criterion-referenced

USE: Diagnostic
English as a Second Language

DESCRIPTION: The test contains 150 items measuring general grammar, verbs, and idiomatic vocabulary. Students select from a choice of three answers the one which best completes each written statement. A separate answer sheet is used to mark the answer choice. The test seems appropriate for advanced level ESL students.

MANAGEMENT: The test has a one hour time limit. Directions are easy to follow. Scoring is done with a key. For diagnostic interpretation the three divisions of the test are indicated on the answer sheet. A score above 125 indicates satisfactory preparation for college work.

TITLE: English-Second-Language Placement Test (EPT) Forms A&B; G&H

AUTHOR: Donny Ilyin, Jeanette Best, Virginia Blagi

Source: Alemany Adult School, 750 Eddy St., San Francisco, CA 94109

TYPE: Norm-referenced

USE: Placement (All forms); Achievement (Forms G, H)
English as a Second Language

DESCRIPTION: Forms A and B of 50 items each place students in ESL levels 1, 2, or 3; forms G and H in levels 4, 5, or 6. The latter can also be used for achievement testing. Learners choose one correct language structure from three written choices and mark their responses on an answer sheet. Permission is given to duplicate both the tests and answer sheets or printed copies may be obtained at nominal cost. Directions and format are clear, and the items are free of bias. Reliability and validity data are based on adult students.

MANAGEMENT: The test is suitable for individuals or groups. It requires no oral directions and has a time limit of thirty minutes. The test is easily hand-scored. Raw scores indicate placement in appropriate ESL level.

NOTE: STEL is a similar test developed by Donna Ilyin. It is available through Newbury House Publishers, 54 Warehouse Lane, Rowley, Mass. 01969.

TITLE: ESL Oral Placement Test, Form A

AUTHOR: Devised by the Los Angeles Unified School District

SOURCE: Los Angeles Unified School District, Dr. Douglas Holmes,
Adult ESL Programs, 450 N. Grand Ave., Los Angeles, CA 90012

PUBLICATION DATE: 1978

TYPE: Criterion-referenced

USE: Placement
English as a Second Language

DESCRIPTION: This tests consists of twenty-four questions designed to assess the English language proficiency of non-English speakers by eliciting their verbal responses to a given picture. The examiner asks specific questions which are related to specific details in the picture. Suggested answers are listed to aid in evaluating student responses. The test places students in ESL levels 1 through advanced and items are referenced to ESL course outlines.

MANAGEMENT: An interviewer works on a one-to-one basis with the learner. Administration time varies with a range of two to five minutes. The test is terminated when the examinee misses two responses on any section.

TITLE: Ilyin Oral Interview

AUTHOR: Donna Ilyin

SOURCE: Newbury House Publishers, Inc., 54 Warehouse Lane
Rowley, Mass. 01969

PUBLICATION DATE: 1978

TYPE: Norm-referenced

USE: Placement, achievement
English as a Second Language

DESCRIPTION: The test has two forms of 50 items each. Fluency in high frequency structures of English from beginning to advanced levels of adult instruction is tested. The directions are clear. Learners respond orally to picture stimuli. Some cultural bias is evident in pictures. Reliability and validity are reported based on the standarization of the instruments with adults. The author warns that results of the reliability research should be treated with caution and that correlation between the two forms is needed.

MANAGEMENT: The test requires individual administration with oral directions. It is untimed. The examiner may shorten the test administration time by stopping the interview when the learner reaches his frustration level. The answer score sheet is easy to use. Raw scores are used for placement in instructional ESL level.

TITLE: Test of Aural Comprehension, Forms A, B, C

AUTHOR: Robert Lado

SOURCE: English Language Institute, University of Michigan
Ann Arbor, Michigan

PUBLICATION DATE: 1957

TYPE: Norm-referenced

USE: Placement, achievement
English as a Second Language

DESCRIPTION: This test measures the aural comprehension proficiencies of non-native speakers of English. The three forms of this test are about equal in difficulty. Each form presents similar problems in understanding spoken English using different items. The test administrator reads aloud a series of 60 sentences and short paragraphs. The student selects from three pictures or phrases the one which best corresponds to what the examiner has read.

MANAGEMENT: This is a 40 minute test which may be given to either groups or individuals. The answer sheets can be hand-scored in less than one minute.

TEST: The John Test

AUTHOR: Kesper, R., Kunz, L.A. Leyds, O.T., Viscourt, R.

SOURCE: Language Innovations, Inc.
2112 Broadway, Room 515, New York, N.Y. 10023

PUBLICATION DATE: 1975

TYPE: Criterion-referenced

USE: Placement
English as a Second Language

DESCRIPTION: The John Test contains three parts. Each assesses a different language skill. Part I tests oral comprehension; part II tests ability to produce connected discourse in the form of past tense narratives; part III tests ability to ask questions. The complete test takes about 15 minutes to administer. If a quicker assessment is desired, a shortened version of the test (including only some questions from part I and the connected discourse) is available. The test includes seven pictures depicting activities in a typical day in the life of a young man named John, a score sheet, and instructions for administering and scoring the test.

MANAGEMENT: The test is administered on an individual basis with the examiner pointing to various pictures and asking questions about them. Directions for administering the test are clear. The scoring process is relatively easy, and test results are immediate.

MANAGEMENT PROCEDURES

In the beginning of a semester, management procedures for initial placement of students are complicated by a large influx of students. Procedures for initial screening/placement of high school diploma students varied at each of the four pilot sites.

- At one site a paper/pencil test (TABE M) was administered twice daily at fixed times in a large room. Fifty to eighty students were tested in each session.
- Two smaller sites administered paper/pencil tests (Gates MacGinitie, TABE M) on demand in a small testing room or classroom to an average number of fifteen students.
- One site administered a quick oral reading test (WRAT) as part of the registration process.

All sites used a reading score to determine placement in the high school diploma program. Students who scored below the required level were placed in Basic Skills or ABE classes. Choosing the best management procedures for a site depends on several factors:

The number of students to be tested

The instrument selected, the available space and personnel, and

The intended use of the test results.

All of the pilot sites conducted ESL assessment for initial placement of ESL students.

- All sites used an oral assessment (The Los Angeles Unified ESL Oral Placement Test) for quick placement of new ESL students. Students previously enrolled in ESL were placed in appropriate classes based on teacher recommendation.
- At one site, in addition to oral placement, advanced ESL students were also given a language test (EPT) which provided more discriminating placement as well as diagnostic information.

The admission of new students to adult programs occurs throughout the year. This factor must be considered in designing assessment

procedures for initial placement. Ideally, this service is available on demand. If this is not possible because of lack of staff, a minimal assessment program offering this service on a semi-weekly basis is recommended.

In addition to setting up procedures for initial placement, pilot sites also conducted on-going assessment programs. On-going assessment enabled counselors and teachers to determine areas of student strengths and weaknesses in specific skills and to measure students' instructional progress. At each pilot site this diagnostic and achievement testing was done by the Learning Assessor upon the recommendation of the teachers or counselor. Testing results assisted staff in making decisions about student advancement to the next instructional level/program and in determining the need for remediation.

On-going testing is best offered on an individual basis; at times, however, it can be done for an entire class. In the pilot locations both individual and group testing procedures were devised to meet the variety of on-going testing needs: diagnostic, achievement, AB 65, and assessment related to the Competency Achievement Packets (CAPs), a part of the Adult Competency Based High School Diploma Project.

In order to meet the stipulations of Assembly Bill 65, which includes adult school diploma programs, students' proficiency in reading, computation, and composition must be assessed. Assessment instruments used for this purpose are usually secure instruments which are selected and controlled by the school district. Management procedures for AB 65 assessment require special planning. Most likely these assessments will be scheduled for set times as

determined by the district office, but administration of the tests will be the responsibility of the local school. Security of the tests must be maintained and is generally the responsibility of the local school. One person on site must be responsible for handling the testing materials and for arranging the testing schedule. Test booklets should be numbered and counted after each use. Proctors should be assigned to assist the test administrator(s).

In field testing SHARP and TOPICS, the Los Angeles AB 65 Instruments, project staff found that the procedures developed for initial large and small group testing of high school diploma students worked well for administration of AB 65 assessments.

Forms and record keeping are essential elements in the management of assessment programs. Records should be easy to keep, easy to interpret, and readily at hand. These factors will facilitate their use in the instructional program. Staff at the pilot sites found that three forms were sufficient for their needs: a student referral form sent from the counselor to the assessor, a report form sent from the assessor to the counselor, and a test record form kept in the assessment center and/or in the counselor's office. (See Appendix C). These forms were designed as needed by staff and were simplified and refined over a two year trial period.

SURVEY RESULTS

In the fall of 1978, project staff directed assessment surveys to 331 educational units in the state. The survey requested responses to:

- a. the specific types of assessment needs of adult education programs in their district.
- b. the assessment devices currently being used in their district.
- c. an evaluation of the assessment devices currently being used in their district.
- d. recommendations for assessment devices to be tried out and evaluated.

The graph below depicts the organization of adult education programs in the 58 counties.

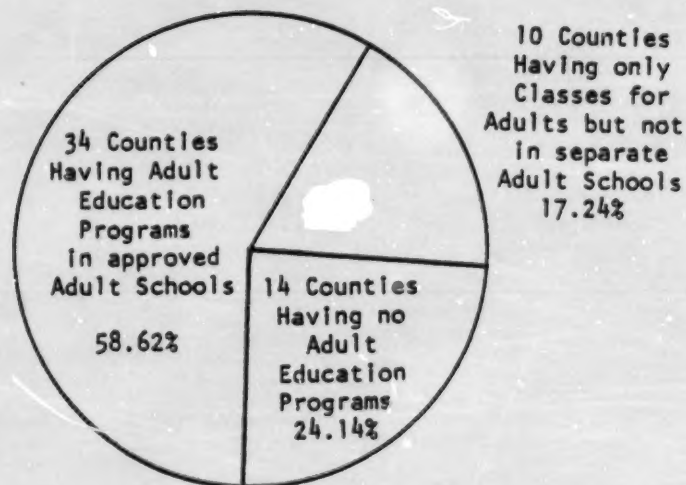


Fig. 1 Adult Education Programs in California Counties

The statistics on the following pages reflect 176 responses from 89 school districts in 36 counties. The responses to the survey reflect the opinions of:

- 20 District Level Administrators
- 71 School Level Administrators
- 38 Counselors
- 40 Teachers
- 7 Resource Teachers, Department Chairpersons, Coordinators

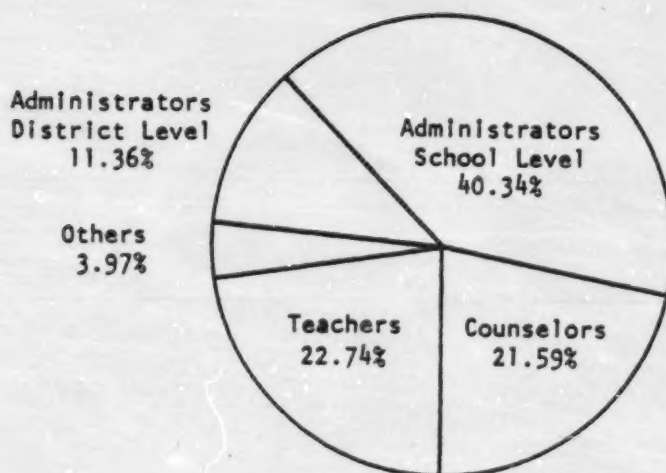


Fig. 2 Respondents to the Survey

The survey indicates that 152 of the respondents have English as a Second Language Programs in their schools, 125 have Adult Basic Education Programs, 156 have High School Completion Programs and 130 have Vocational Education Programs.

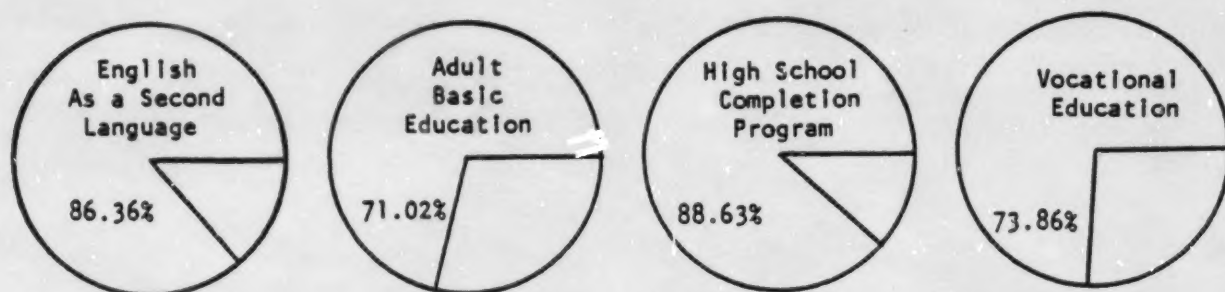


Fig. 3. Types of Programs: Percentage of Respondents

Ninety-eight respondents indicated they do not currently have a program of formal assessment. Of the seventy-eight who do have such a program less than half indicate satisfaction with their assessment program.

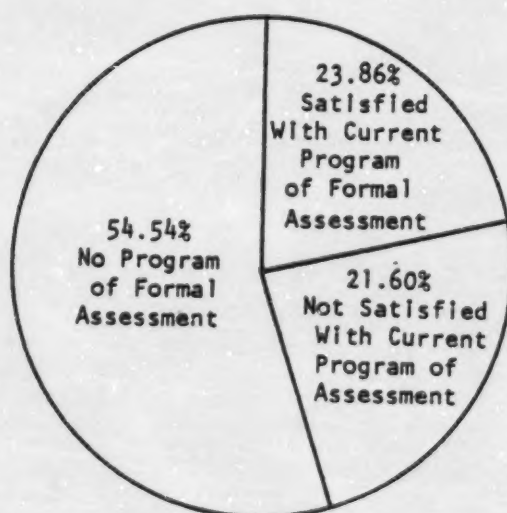


Fig. 4 Formal Assessment Programs: Percentage of Respondents

In response to a needs assessment about management procedures, 12.5% of the respondents need assistance with large group testing procedures, 25.6% need assistance with small group testing procedures, 35.8% need assistance with individual testing procedures, 41.5% need assistance with AB 65 assessments and 33.5% need assistance with coordinating tasks and information among counselors, assessment personnel, teachers and administrators.

Percents

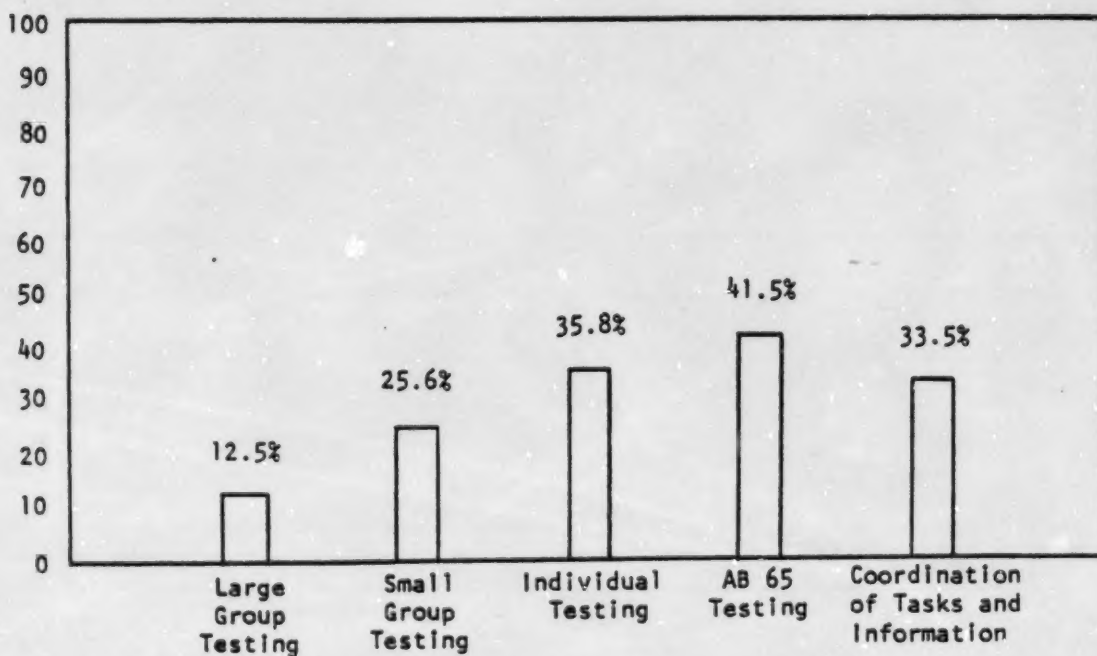


Fig. 5 Respondents Needing Assistance with Management Procedures

The survey results indicated specific types of assessment needs in the respondents' schools. Adult Basic Education, English as a Second Language, High School Completion Programs and AB 65 testing were inventoried as well as Vocational and Functional Life Skills Programs.

Of the 125 respondents who have Adult Basic Education Programs 84 replies indicate a need for Placement, Diagnostic, and Achievement Tests in the following areas:

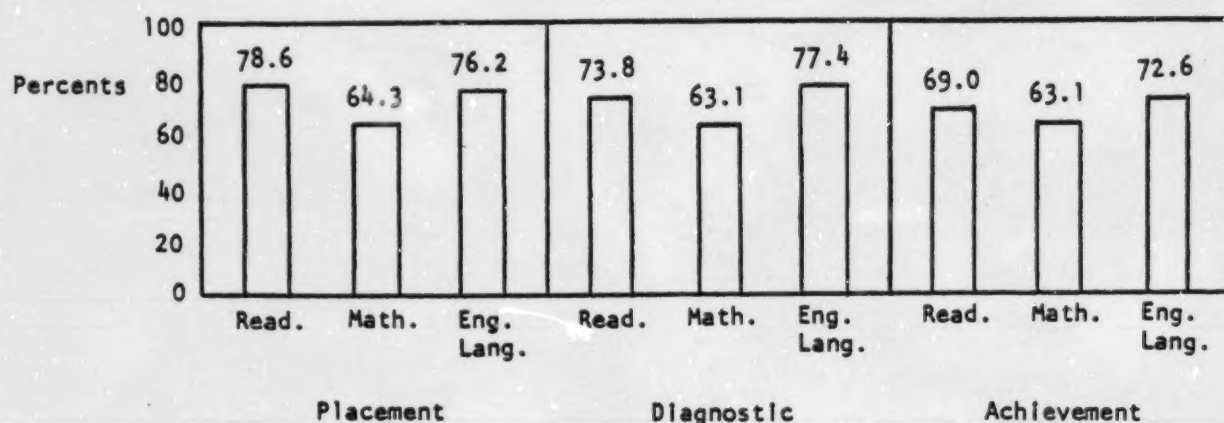


Fig. 6 Percentage of ABE Programs Needing Assessment Programs

One hundred fifty two respondents indicated their districts have English as a Second Language Programs. Of these, 59 state a need for placement tests, 55 need diagnostic tests and 51 need achievement tests.

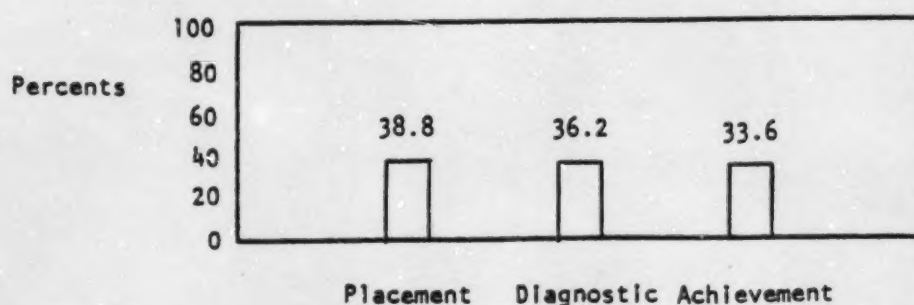


Fig. 7 Percentage of ESL Programs Needing Assessment Programs

Of the 156 respondents who have High School Completion Programs, 102 indicate a need for assessment instruments in the following areas:

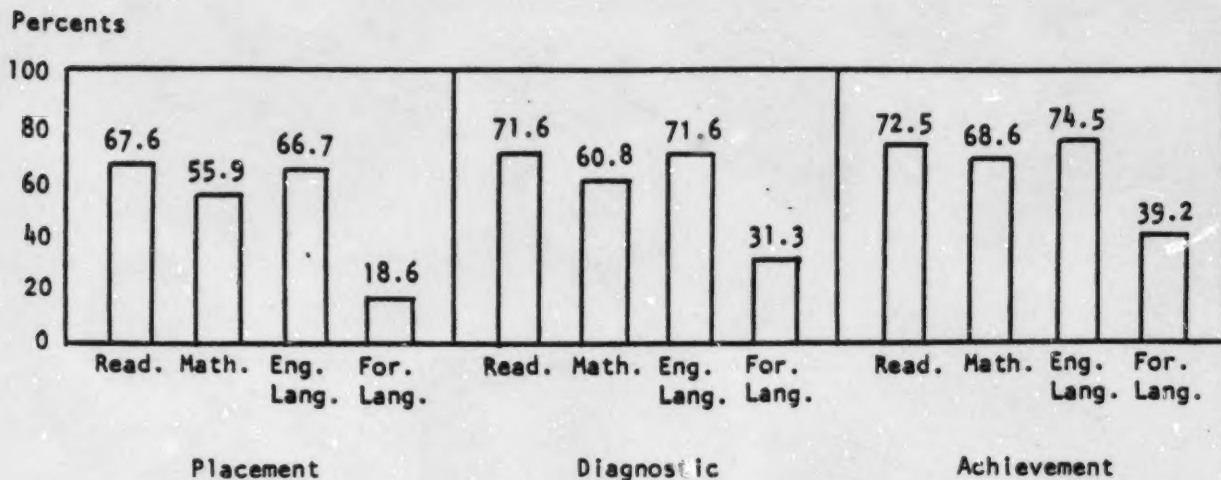


Fig. 8 Percentage of High School Completion Programs Needing Assessment Programs

Of these same 156 respondents, 91 indicate a need for AB 65 assessment instruments:

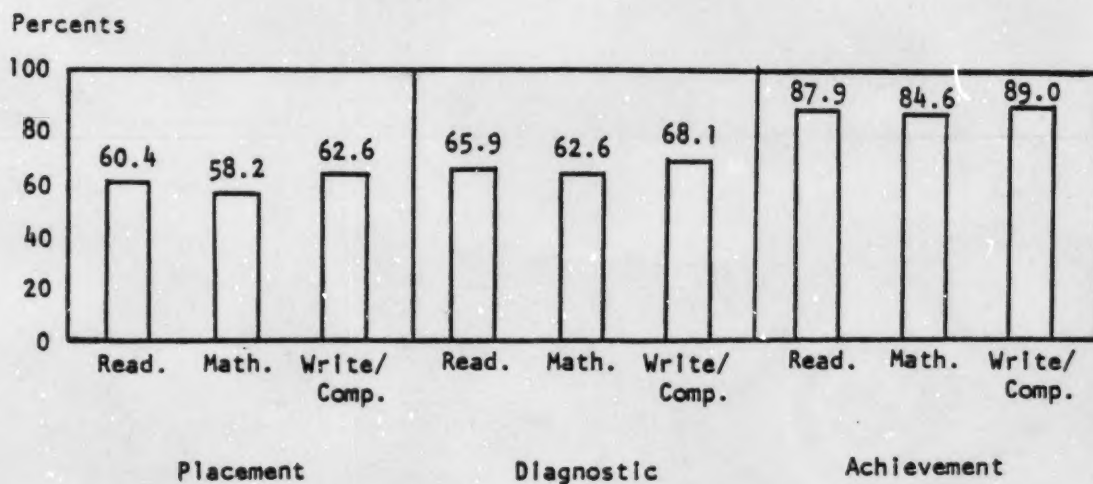


Fig. 9 Percentage of High School Completion Programs Needing AB 65 Assessments

One hundred thirty respondents have Vocational Education programs; 61 indicate a need for assessment instruments in the following areas:

Percents

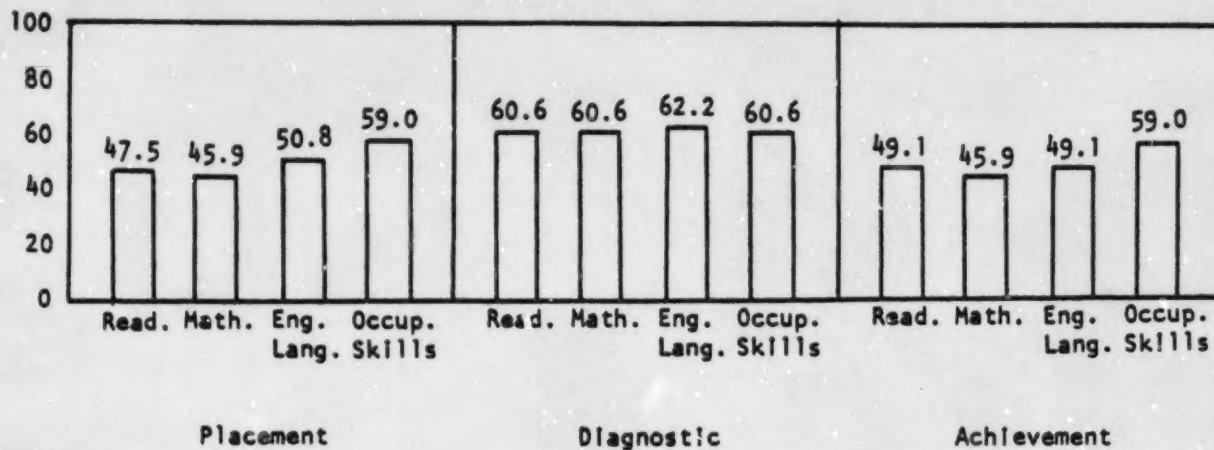


Fig. 10 Percentage of Vocational Education Programs Needing Assessment Programs

In addition to the above mentioned needs, twenty-one and one-half percent of the respondents indicate a need for Functional Life Skills Assessments.

Respondents statewide listed 75 commercially distributed assessment devices which are in current use. In addition, 27 district-made tests and 26 teacher-made tests were listed. The instruments which were used frequently and/or were rated highly were obtained and evaluated for inclusion in this guide. The five tests mentioned most frequently by respondents to the survey are indicated in the figure below.

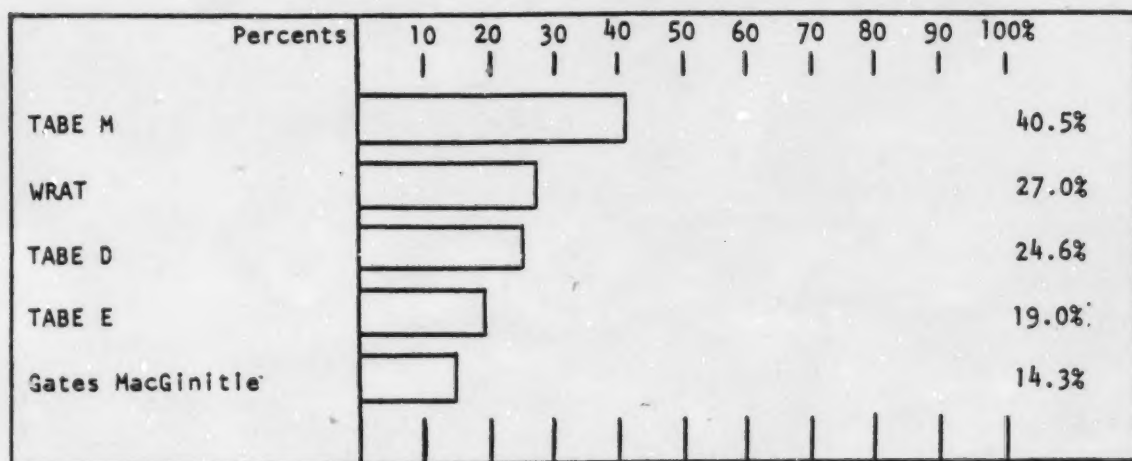


Fig. 11 Percentage of Respondents Indicating Most Frequently Used Tests

In addition, the survey results showed that district-made tests were used by 21.4% of the respondents and 20.6% also used teacher-made tests.

Project staff collected 234 assessment instruments. Each test was first screened for applicability to adult students, availability of materials, relevancy to current adult programs and suitability of content. The 84 instruments which met these criteria were further evaluated for format, bias, clarity of items and management procedures. This process resulted in the selection of 58 instruments for inclusion in this guide.

A P P E N D I X A
Screening and Evaluation Forms

SCREENING INSTRUMENT

1. Name of Test _____ Form _____ Level _____
2. Publisher _____
3. Author _____
4. Publication Date _____ Cost _____
5. Reusable Yes _____ No _____
6. Special Test Administration Conditions _____

7. Manual Yes _____ No _____
8. Technical Aids _____

9. Norm Referenced _____ Criterion Referenced _____
10. Appropriate For Adults Yes _____ No _____
11. Purpose:
 Placement _____ A B E _____
 Achievement _____ E S L _____ Read _____
 Diagnostic _____ H S C P _____ Math _____
 A B 65 _____ Lang. _____
 V O C. ED _____ Other _____

Evaluators:

--	--	--	--

Date Screening Completed _____

Name of Test _____

EVALUATION

Recommended for ASARG ☐ Yes ☐ No
Publisher _____

CONTENT:

RATING:

COMMENTS:

1. Number of Items (☐) ☐ appropriate ☐ excessive

☐ inadequate

2. Clarity of directions ☐ good ☐ fair ☐ poor

3. Format ☐ good ☐ fair ☐ poor

4. Free of bias ☐ good ☐ fair ☐ poor

5. Reliability and Validity reported ☐ yes ☐ no

6. a. CRT: Items match objectives ☐ yes ☐ no

b. Standardized: how normed _____

MANAGEMENT:

7. Test group size ☐ group ☐ individual ☐ both

8. Oral Directions Required ☐ yes ☐ no

Section _____

9. Timed ☐ yes ☐ no

10. Method of Scoring ☐ Scoreze ☐ Carbon ☐ machine
☐ hand-scored (☐ overlay ☐ key)

11. Scoring ease ☐ good ☐ fair ☐ poor

12. Ease of recording answers (students) ☐ good ☐ fair
☐ poor

13. Parallel forms ☐ yes ☐ no

14. Scores obtained: ☐ raw score ☐ percentile
☐ competency ☐ percentage

EVALUATORS:

--	--	--	--

Date Completed _____

A P P E N D I X B

Assessment Survey

ASSESSMENT SURVEY

SECTION I - BACKGROUND INFORMATION

1. Name _____
Last First
2. School District _____
3. Position - Check one
- ☐ a. District-level administrator
- ☐ b. School-level administrator
- ☐ c. Counselor
- ☐ d. Teacher
- ☐ e. Other (specify) _____
4. Adult Education Programs in District - Check all that apply
- ☐ a. English as a second language
- ☐ b. Basic Education (0-8)
- ☐ c. High school completion
- ☐ d. Vocational
5. Is your district and/or school currently conducting a program of formal assessment? ☐ Yes ☐ No
6. If yes to #5, are you satisfied with your program? ☐ Yes ☐ No
7. Do you need assistance in management procedures for:
- a. Large group testing (over 35 students)? Yes No
- b. Small group testing? Yes No
- c. Individualized testing on an ongoing basis? Yes No
- d. AB 65 assessments? Yes No
- e. Coordination of tasks and information among counselors, testing personnel, teachers and administrators? Yes No
- f. Other (specify) _____ Yes No
8. Would you be interested in trying out and evaluating assessment instruments? ☐ Yes ☐ No
- If yes, address _____
- _____
- _____ telephone _____

SECTION II - INVENTORY OF ASSESSMENT NEEDS

DIRECTIONS: Indicate your assessment needs by placing checks in the appropriate boxes.

PROGRAM	PLACEMENT	DIAGNOSTIC	ACHIEVEMENT
ADULT BASIC EDUCATION (0-8)			
<u>Reading</u>			
<u>Math</u>			
<u>English Language Skills</u>			
ENGLISH AS A SECOND LANGUAGE			
HIGH SCHOOL COMPLETION PROGRAM			
<u>Reading</u>			
<u>Math</u>			
<u>English Language Skills</u>			
<u>Foreign Language</u>			
<u>Other (specify)</u>			
AB 65			
<u>Reading</u>			
<u>Computation</u>			
<u>Writing/Composition</u>			
VOCATIONAL			
<u>Reading</u>			
<u>Math</u>			
<u>English Language Skills</u>			
<u>Occupational Skills</u>			
FUNCTIONAL LIFE COMPETENCIES			
OTHER (Interest, attitude, etc.)			

SECTION III - ASSESSMENTS IN USE

DIRECTIONS: Please list the assessments you are currently using in the left hand column. Include the source and the form if applicable. In the appropriate columns, indicate the use(s) to which you put each assessment and your opinion of its effectiveness.

NAME OF ASSESSMENT		PROGRAM			PURPOSE			SUBJECT AREA					EVALUATION				
		Basic Education (0-8)	English as a Second Lang. High School Completion Program	AB 65 Vocational Education	Placement	Diagnostic	Achievement	Vocational Aptitude Reading	Math	English Language Composition	Foreign Language	Other (specify)	Excellent	Good	Satisfactory	Poor	Unsatisfactory
TITLE	FORM																
SOURCE:																	
TITLE	FORM																
SOURCE:																	
TITLE	FORM																
SOURCE:																	
TITLE	FORM																
SOURCE:																	
TITLE	FORM																
SOURCE:																	
TITLE	FORM																
SOURCE:																	

THE FOLLOWING DEFINITIONS HAVE BEEN USED FOR THE PURPOSE OF THE
ASSESSMENT SURVEY

GLOSSARY

1. AB 65
Legislation which includes the mandate that any student who receives a high school diploma after June, 1980, must have passed locally adopted proficiency assessments in reading, writing, and computation.
2. Achievement Test
Measures specific knowledge of various broad areas of the curriculum typically learned in a school or training program.
3. Aptitude Test
Measure of general knowledge and skills not usually directly taught in school that have been shown to predict academic and/or vocational achievement.
4. Assessment
A systematic process of collecting and quantifying information through the use of some measurement technique(s). Assessment is not evaluation. No inferences, interpretation, judgments, or decisions are made during the assessment process. Raw data are collected which, in turn, may be used for evaluation purposes. Assessment is only one step in the evaluation process.
5. Assessment Instrument
Assessment is not only tests. There are many measurement possibilities, only a few of which can be considered paper-and-pencil tests. Others include observations, rating scales, attitude scales, anecdotal records, interviews, performance tests and documentation of experiential learning.
6. Attitude Inventory
Provides information on the learner's attitudes toward institutions, environments, or other individuals, as an aid to career decision-making.
7. Competency
Demonstrated proficiency in the use of knowledge and skills in a given area.
8. Diagnostic Test
Measures the learners' strengths and weaknesses in specific skill areas.

- | | |
|----------------------------|--|
| 9. Formal Assessment | Assessment through the use of a written instrument with or without written response. |
| 10. Functional Life Skills | Skills which are basic in performing the necessary tasks of everyday adult life. |
| 11. Informal Assessment | Assessment through a means other than written such as conversation, oral questions, and interviews. |
| 12. Interest Inventory | Determines the theme and occupational orientation of an individual for the purpose of determining a career or course of study. |
| 13. Management Procedures | Techniques which assist the assessment process such as time allotment, room arrangement, data collection, and recording. |
| 14. Placement Test | Measures student proficiency in basic skills to indicate placement into appropriate programs, courses, classes, or texts. |
| 15. Vocational Education | Instruction for the purpose of preparing a student for a career. |

A P P E N D I X C

Referral Forms, Report Forms, Record Pages

REFERRAL FORMS
Sent from the counselor to the assessor

REFERRAL -	
TO _____	DATE _____
STUDENT _____	FROM _____
REFERRED FOR _____	
* * * * *	
RESPONSE _____	
SIGNED _____	DATE _____

STUDENT REFERRAL		
NAME _____	DATE _____	
REFERRED BY _____		
TEST NEEDED (check one)		
TABE		
____ READING	____ ARITH.	____ LANGUAGE
____ GEPI	____ WRITING	____ NOONAN-SPRADLEY
____ EPT	____ ESL	____ OTHER
	____ ORAL	(Specify)

This portion
sent from
counselor to
assessor

This portion
filled in
by assessor
and returned
to counselor

REFERRAL - STUDENT ASSESSMENT		
STUDENT'S NAME _____		DATE _____
ASSESSMENT		
RESULTS		
ASSESSMENT	DATE	SCORE
COUNSELOR _____		ASSESSOR _____

REPORT FORMS

Sent from the assessor to the counselor or classroom teacher

SAMPLE 1
FOR THE TABE ONLY

STUDENT _____
DATE _____
TEACHER _____
TABE LEVEL _____
READING
VOC. _____ COMP. _____ TOTAL _____
ARITHMETIC
REAS. _____ FUND. _____ TOTAL _____
LANGUAGE
MECH. _____ SPELL. _____ TOTAL _____
TEST TOTAL _____

SAMPLE 2
FOR ALL TESTS

STUDENT _____

DATE _____

TEACHER _____

TEST _____

RESULTS _____

SAMPLE 3

STUDENT _____

DATE _____

TEACHER _____ CLASS _____

TEST _____

EVALUATION REPORT _____

ASSESSOR _____

RECORD PAGES

NAME:		Gomez, Maria	
DATE	9-10-78	1-12-79	
REFERRED BY	Counselor	Smith	
ASSESSED FOR	Placement	Read Imp.	
NAME OF TEST	TABE-M-READ	TABE-M-READ	
SCORE	Voc. 3.8 Comp. 4.2 Tot. 4.0	Voc. 5.2 Comp. 5.6 Tot. 5.4	
RESULTS TO	Counselor	Counselor/Smith	

COMMENTS: _____

(5" x 8" index card)

RECORD PAGES

SAMPLE 1

STUDENT	8th Grade	Tested	Needs Testing	TABE RESULTS				SPECIAL TESTS	OTHER DATA
				R	A	L	TOTAL		
ADAMS, CHRIS	YES	M-1 10-78	M-2 MAY	4.6	4.2	4.4	4.4	SHARP NO PASS	DROPPED 4-6-79
BROWN, LEE	1979	M-2 3-79	M-1 MAY	6.8	7.2	6.9	7.0		
CARDONA, MARIA	YES	0-1 1-79	0-2 MAY	10.6	9.5	10.2	10.1	TOPICS PASSED	SPANISH-25 CR GRAD. In June 1979
NORRIS, PAT	1979	0	M-1 MAY						
(8 1/2" x 11" 3 - hole punch)									

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SAMPLE 2

NAME	ASSESSED FOR	DATE	ASSESSMENT INSTRUMENT	RESULTS	COMMENTS
ADAMS, CHRIS	READING/ PLACEMENT	9-10-79	Gates MacGinlte	10.5	Results sent To Counselor
	LANG./COMMUN- ICATIONS CLASS	10-2-79	TABE-M FORM-A	6.4	Diagnostic Info. Sent To Teacher
	LANG./IMPROVE- MENT CHECK	1-15-80	TABE-M FORM-B	9.5	
(8 1/2" x 11" 3 - hole punch)					

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